

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, MAY 9, 1889.

No. 5.

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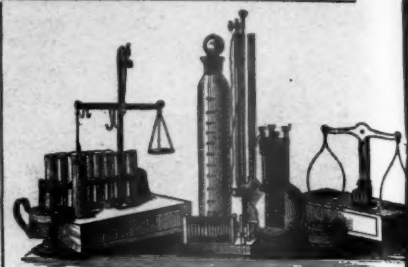
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Ple, pay, poe, my, now, aim, nay, ache,

T S Y P f f f f f f f f f f f f f f f f

Coe, spy, slight, sale, slow pace, soap, space,

case, oak, soak, mice, own.

READ:

P I T K M N V I S A O

WRITE:

Too, know, ask, ape, ate, same, sake, sane, sty, signs.

DIRECTIONS. Be careful to make P, T, K,

M, and N, all the same length, rather small,

and as possible, not BLAIND. O is a short,

heavy dash, so written as to point directly towards

the mark near which it is placed. Words are written

BY SOUND, that is, THE EASIEST WAY POSSI-

BLE: Thus: NI for high; MO for now; PI for pie,

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WHAT TO DO. Carefully copy all the words

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VOL. XXII.

ST. LOUIS, MAY 9, 1889.

No. 5

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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"LAWS, THE PRESIDENT, Is Lauded by Laws, the Special Pleader,"

It is the neat way *The Republic* puts it in a notice of Laws' defiant, threatening distribe of two and a half hours in the Representatives' Hall at Jefferson City, April 25th.

PREST. A. P. MARBLE, of the N. E. A., seems to be striking out on a new track—in theory at least. He says:

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And National Educator.

St. Louis, May 9 1889.

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PROF. R. C. NORTON,

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LAWS MUST GO!

"My villany they have upon record."
—SHAK.

Laws resigns. It is well, perhaps, to have the reason why he resigned stated distinctly.

After the Reports made by the several Committees appointed to investigate the University, had been printed and discussed, a vote was passed in the House of Representatives in Jefferson City that not one cent of the appropriation of \$67,000 for the support of the State University, "shall be audited or paid by the State Treasurer, while Prof. S. S. Laws * * * or the present Board of Curators are connected with said Institution"—and this was adopted by a vote of 83 to 18!

We stated the fact publicly in 1882, in the columns of this JOURNAL, "that it was a dark day in the calendar of the State University of Missouri when this moral bankrupt bought his continued services as its President."

This vote of 83 to 18, withholding all further appropriations while Prof. S. S. Laws is connected with the Institution, not only establishes the truth of our statement, but it is entirely satisfactory to us, as it has given fresh proof of his unfitness and incompetency for the position he has disgraced, and has forced his resignation.

History initiates the learner into his past existence, in the same sense as geography into his outside (and out of sight) existence. For the precedent conditions of the individual belong to and are a part of his actual existence.

VINDICATED!

"Yet show some pity—
I show it most of all when I show justice."
—SHAK.

If, now, Dr. Laws' "resignation" as President of the State University, is not "a resignation with a string to it"—we shall hope soon to be able to dismiss the subject from our columns. It has, all along, been altogether distasteful and disagreeable to us, but we had a public duty to perform, and we were not at liberty to allow our private and individual preferences to prevail over a public duty.

We have not now—and we never have had—the slightest personal ill-will or ill-feeling towards Dr. Laws.

We stated reluctantly the fact years ago that, because we believed he lacked both integrity and ability, he was utterly unfit for the position of President of the State University of Missouri—and now, after all these years, two Committees (named in other columns of this JOURNAL) come forward and officially report, "that this Institution has been under the present management for twelve years, and the deplorable state of facts exists as above stated," and "that his [Dr. Laws] continuance in the office as President would jeopardize the best interests of the University, and that he should resign his position at the end of the collegiate year."

In our opinion Dr. Laws lacks the essential qualifications for the position of President of the State University, and in our opinion he has been deficient in these two qualifications from the first, and that is the reason of our opposition to him. In our opinion he lacks both integrity and ability; and lacking these essential qualifications, he is sadly deficient in good judgment.

Take as an illustration of this fact the further statements of Hon. Champ Clark in his place in the House of Representatives on April 17th. Mr. Clark said:

"In the University Chapel the other day, Dr. Laws denounced the other professors of the University as perju-

urers, and said that instead of reading the Bible hereafter, he would read the testimony taken before the Committee."

And the Minority Report in defence of Dr. Laws states, that "he used opprobrious epithets in the chapel, and called the students mules."

It is high time Dr. Laws resigned the position he has so long disgraced—and this fact established, vindicates the position taken by this JOURNAL years ago, and which it has maintained up to this time.

WHAT could or should be more natural and inevitable than that a "Wall street gambler" should find his level at last by running a "whisky saloon" in Kansas City or some other place—even if he does tell the Legislature of Missouri that "I recognize no man on the face of this earth that understands the University business better than I do."

Our misgovernment by incompetent legislation comes home to all of us in the expenses of heavy taxes, bad drainage, epidemic diseases among the people and the cattle alike. Ignorance costs all the time, and we cannot escape the consequences of it in any direction. We must pay to educate, or we must pay more largely for the consequences of ignorance.

MUCH is given to citizens and citizenship in this country, and you know that "unto whomsoever much is given, of him shall much be required."

Are we so educating the people that they can answer the "much" that is required? Let us have the facts in the case from all the States. These facts are rather more important than "methods." Go to the textbooks for methods.

From the first day the young man or woman enters upon the high and honorable career of a teacher—of a guide and an instructor of the young—they enter upon the highest life of our time.

THE strong, abiding, eternal forces in human society are—truth, right and courage, these are sure to triumph in the end.

INTELLIGENCE initiates the masses into the sources of power, and our teachers carry the keys which open the highway to success.

OUR teachers constantly co-operate in the work of a higher civilization. We ought to be careful how we undertake to circumscribe or to abridge their influence.

OPEN one of Shakespeare's plays—and how sublime the radiance—how absolute the mastery!

Think of the emptiness of a "method" in such a study.

OUR teachers are patient in their genius for work. They are conscious of its worth, and can afford to wait for its full recognition until these small critics pass away.

EVERY day there should be implanted in the mind of each pupil in our schools some instinct for right and noble action, deep and strong. The day is lost without this.

It is, and must be, among the common people—whom Dr. Laws despises and tramples upon—that the elements of civilization are not only preserved, but developed and re-animated.

CREATION and invention are the stamp of intellect and genius—so do not copy a dead, dry "method." The road to success is not the route of a mere "method."

Do not wrap life and the world in a shadow for your pupils; the morning dawns always and reveals light and beauty. Let us, as teachers, be purveyors of light and beauty.

Do you think and teach how much color says to us? How it puts us in mind of things unspeakable? The depth of the sky, how should we know it without the blue? The rest and shadow of the earth and the great trees, what would they be without the green?

OUR teachers should whisper constantly to their young pupils the most beautiful and eloquent words, and instill the purest sentiments—for what is put into the first of life is put into the whole of life.

THESE mysterious voices we sometimes hear, as we listen to the unfolding power of the child—would, if we could hear aright, be the voice of an angel—become audible.

It is a new era—this which our teachers represent—an era of intelligence, of virtue, of progress: for this we work; to the maintenance of this we are to devote our labor and our energies. It is worth all it costs.

CERTAINLY when forty-four United States Senators, including President Harrison, say that the work done by our teachers is so important and so valuable that they are willing to vote \$77,000,000 to sustain and enlarge it—our teachers ought, it seems to us, if they are wise, to co-operate in every possible legitimate way to secure the \$77,000,000.

MAKE yourself necessary to the world by your work in some direction and mankind will give you bread, and if not store of it, yet such as shall not take away your property in all men's possessions, in all men's affections, in art, in nature, and in hope.

INTELLIGENCE and virtue, such as our teachers establish, are only other names for genius and victory, which win all great battles. This is the providential law—permanent—eternal.

NOT TRUE.

"That justly think'st
And hast most rightly said."
—SHAK.

WE ask careful and earnest attention to the following statement of facts by Hon. John Jay, of New York, in refutation of the claim made that the Blair Bill is "a bill to promote mendicancy." Mr. Jay states the case clearly as follows:

"Congress voted a gold medal to Mr. Peabody for his gift of fifteen millions: and of the great good already accomplished and now going on from that private charity, the Hon. R. C. Winthrop, a strong advocate of the Blair Bill, has written; and General Armstrong wrote that it had had for negro education "a tremendous mental and moral result." The methods of the Blair bill were framed on those of the Peabody fund; its annual quota to each State cannot exceed the amount raised by that State, thus encouraging self-help by doubling its results. The payments judiciously arranged with a view to sole State support after temporary assistance of eight years, comes not from private charity, but from the national treasury from which New York and Massachusetts and the other States have drawn their quotas of assistance not as mendicants but as equal States, with no diminution of State pride, no abatement of life and energy and effort in behalf of common schools, but with great advantage in their rapid and permanent improvement.

It does not seem to have occurred to the outside assailers of the Blair bill who in succession have called it "a bill to promote mendicancy," that the taunt and sneer so defiantly flung at the Southern States burdened with their millions of ignorant blacks whom the nation has placed among the sovereign rulers of the Republic, and whom we ask them, exhausted as they have been, to educate at their own expense—that sneer was not only

unjust, ungenerous and un-American, but that if it could have the slightest force as regards the South, it would be a sarcasm, just and bitter and crushing, to every Northern State, which had perfected its common school system by the assistance of the Nation.

Will either the North or the South appreciate the argument that the grant in this case would be unconstitutional, when that point is urged by Senators or Representatives, by editors, or by college presidents belonging to States whose citizens point with pride to their admirable school houses, trained teachers and improved methods; all assisted by lands and money under similar grants; accepted again and again without a suggestion that the grants were unconstitutional? Are there to be two rules for the construction of the constitution, one by which the North has been assisted, and another by which the South will be made to bear alone the education of a race enfranchised by the nation?

It is true that some distinguished friends of education have hastily and at the last moment joined in the crusade against the bill: it has without doubt been chiefly due to a complete misunderstanding of the helplessness of the South, of the impending danger to the nation, and of the very guarded and judicious provisions of the bill. Others more familiar with the facts may be honestly governed by a desire to correct at whatever cost what they hold to be erroneous theories of government, without regard to the practice of the nation. But the chief opponents of this attempt to aid in the establishment of the common school system in the South, are those who desire the destruction of the common school system as the bulwark of the republic and of its civil and religious freedom.

The war against the bill will be continued: and as one argument fails others will be invented.

When the Northern people find that the constitutionality of the bill has been proven by Southern Senators from the works not simply of Jefferson, Madison, Monroe, Story, and Kent, but even of Calhoun, they will probably be met by appeals to save the Southern States from having their rights invaded and overthrown by the encroachments of the National Government, seeking to change and control their established systems of common schools. Those who have read on this point the speech of Mr. Evarts or that of Mr. Pugh, of Alabama, a member of the committee who reported the Blair Bill, will understand this last device, and those who have not may perhaps trust the Southern States in their jealousy of national centralization and encroachment upon State rights, and recall the leading provision of the bill that each State can accept or refuse the amount of its quota; which avoids the slightest pressure upon any one of them."

A LITTLE BEHIND.

"It did seem to shatter all his bulk."

DR. LAWS seems to be 'a little behind,' even by the Minority Report, made in his defence. This Report says (see page 12—we quote the exact words):

"It cannot be denied that the system of education has greatly changed in this country in the last quarter of a century, and it is difficult to bring the educators of the old school up to the point of appreciating the fact that increased beneficial results follow in the wake of progress.

Dr. Laws seems to be not quite alive to the necessity of taking passage upon the car of progress in the management of the University.

He is over sixty years of age and is nearing the period of superannuation, is fixed in his notions of things, and maybe his irritable and brusque disposition is a fit companion of increasing years."

Even the Minority Report, made in the defence of Laws, suggests his "removal" for his uncivil conduct. We quote the exact words of the Report (see page 10):

"It is charged and fully sustained by the evidence that he is brusque in manner, and at times apparently uncivil, not only to men but to the students, especially those who arrogate to themselves proximately as much knowledge as he possesses. These are qualities which perhaps none but a violation of the laws of nature can remedy. Certainly it is beyond the reach of legislative power, except when exercised indirectly by suggesting his removal."

YOUR CHOICE.

"Come and take choice of all my library."
—SHAK.

EMERSON says: "God offers to every mind its choice between truth and repose.

Take which you please—you can never have both. Between these, as a pendulum, man oscillates.

He in whom the love of repose predominates will accept the first creed, the first philosophy, the first political party he meets—most likely his father's. He gets rest, commodity and reputation; but he shuts the door of truth.

He in whom the love of truth predominates will keep himself aloof from all moorings, and float. He will abstain from dogmatism, and recognize all the opposite negations between which, as walls, his being is swung. He submits to the inconvenience of suspense and imperfect opinion, but he is a candidate for truth, as the other is not, and respects the highest law of his being.

The circle of the green earth he must measure with his shoes to find the man who can yield him truth. He shall then know that there is somewhat more blessed and great in hearing than in speaking.

Happy is the hearing man: unhappy the speaking man. As long as I hear truth I am bathed by a beautiful element and am not conscious of any limits to my nature. The suggestions are thousandfold that I hear and see. The waters of the great deep have in-

gress and egress to the soul. But if I speak, I define, I confine and am less.

When Socrates speaks, Lysis and Menexenus are afflicted by no shame that they do not speak. They also are good. He likewise defers to them, loves them, whilst he speaks. Because a true and natural man contains and is the same truth which an eloquent man articulates: but in the eloquent man, because he can articulate it, it seems something the less to reside, and he turns to these silent beautiful with the more inclination and respect.

The ancient sentence said, "Let us be silent, for so are the gods." Silence is a solvent that destroys personalities, and gives us leave to be great and universal. Every man's progress is through a succession of teachers, each of whom seems at the time to have a superlative influence, but it at last gives place to a new. Frankly let him accept it all. Jesus says, "leave father, mother, house and lands, and follow me." Who leaves all, receives more. This is as true intellectually as morally.

Each new mind we approach seems to require an abdication of all our past and present possessions. A new doctrine seems at first a subversion of all our opinions, tastes, and manner of living. Such has Swedenborg, such has Kant, such has Coleridge, such has Cousin seemed to many young men in this country.

Take thankfully and heartily all they can give. Exhaust them, wrestle with them, let them not go until their blessing be won, and after a short season the dismay will be overpast, the excess of influence withdrawn, and they will be no longer an alarming meteor, but one bright star shining serenely in your heaven and blending its light with all your day."

A WISE SUGGESTION.

"They are wise and honorable."

—SHAK.

We hope now that the incubus to the prosperity of the State University at Columbia has been removed, and Laws steps down and out, the recommendations submitted in the Majority Report for the permanent endowment of the State University will be carefully considered.

There may be some interpretation of the State Constitution which will prevent action being taken; but if so, the Constitution ought to be amended. Nothing should now stand in the way of a liberal permanent endowment of the State University.

The Committee say (and we print it as found in the Report on pages 6 and 7):

"The system of biennial appropriations requires the University to come every two years like a common beggar with cap in hand to the doors of the Legislature, praying that support which the Constitution says it must have. This vicious system renders that great institution of learning the sport of

every wind that blows and the victim of every demagogue in the State—more especially of every one of that species in Boone county. It creates a feeling of insecurity and unrest among the members of the Faculty, and places them in a situation in which they feel it to be their duty to both themselves and the University, to dance attendance on the Legislature and lobby for appropriations. That such a state of affairs exists is a disgrace to this magnificent commonwealth. We would thoroughly eradicate these evils and place the University upon a firm and enduring basis, under conditions the most favorable for its continued progress.

We would not add in any way to the burdens of the people; but we recommend a permanent endowment for the University, believing that, while it would not increase taxation one dollar, it would very greatly promote the prosperity of the University and the best interests of the State. We therefore suggest that the State issue a six per cent. certificate of indebtedness in favor of the University, to run forever, for the sum of \$750,000—on the same plan and theory of the Public School fund. Ostensibly this would increase the State debt by that sum; but in reality it would not augment it one cent, for it would be a case of the State's owing herself. And the interest on the sum indicated would not exceed the half of the biennial appropriation now made for the support of the University.

It would give peace to the University. It would lift it above the storms of political strife and the spleen of evil-minded persons, and start it upon a grand career of usefulness and honor."

THE RIGHT RING.

"He seems to have the quotidian of love upon him."

—SHAK.

A. P. MARBLE, President of the N. E. A., in speaking of the great meeting in Nashville, in July, says:

"At San Francisco, last summer, everybody wore a badge; the badge was surmounted by a gilt bear, the California emblem—that doesn't seem to be the right word—'figure on the escutcheon'—and this badge was the open sesame to all sorts of entertainments. Besides this, most of us wore the badge of our own State, and on the Oregon badge were these words: 'I'm from Oregon; where are you from?' On reading that, the ice of reserve was broken, and everybody was attached to those great-hearted Oregon teachers. Let us hope that the legend will appear on every State badge at Nashville.

But the attractiveness of a common interest in a great cause will trample down all the imaginary barriers of State lines. Nobody will remember you, my friend, as an Ohio man or a Virginian, except for the sake of your postoffice address in order that he may correspond with you. Though from different States and various towns and cities, we are of one nation, and the cause of education is as broad as the world. It is above creeds and parties; it knows no section; it has no rivalries except the ambition to get the best and do the best. And in this great meeting we may expect to usher in an era of fellowship and good-will hitherto un-

known, because we have not known each other. The teacher from Alabama will find everything in common with his brother from Minnesota, and the schoolmistress from Maine will recognize her very form and image, her spirit and her own aspirations, in the girl from Texas.

The winged messengers of thought will traverse the country in all directions, from every State to every other, like the subtle currents of electricity, and every one of them will help to bind together all parts of this glorious land as with silken bands of love. So it has been with California. To us, that is no longer a remote region beyond the Rockies and on the distant Pacific. It is the home of our warm friends, and if Bismarck or anybody else interferes with their interests at Samoa or anywhere else, we are ready to —.

So it will be with Nashville. No one can see it and meet the people without loving both it and them; and not them alone, but all who have an interest in common with them."

IN A MINORITY.

"Hear you this Triton of the minnows?"

Mark you his absolute 'shall.'"

—SHAK.

DR. LAWS is in a minority—and to use a modern, and a more or less—perhaps less—classic expression, is "in the soup."

Two Committees were appointed to investigate "Laws" and the State University, up at Columbia, Mo., and they have made reports.

The first Committee appointed consisted of Hon. J. Perry Johnson, State Senator from Fredericktown, Mo.; Hon. Samuel K. Crawford, of Warsaw, Mo., and Hon. John F. Morton, of Richmond, Mo.

The second Committee consisted of Hon. J. W. Seabree, of Carrollton; Hon. Nat. M. Shelton, of Lancaster; Hon. W. P. Sheldon, of Osceola, of the Senate; and Hon. Champ Clark, of Bowling Green; Hon. Geo. Houck, of Dexter; Hon. W. L. Webb, of Grain Valley; Hon. James Brooks, of Tina; and Hon. John B. Newberry, of Spina, of the House of Representatives.

Both of these Committees reported that Laws should resign.

Of course Laws tells the Legislature that these reports are "nothing but a mass of rubbish," and that he is not

"The servant of the House of Representatives. He has been employed by the Board of Curators of the University, and to them he was alone responsible, and not to the General Assembly."

But that "he wanted it understood that if he had got to go, he would open his batteries on some other members of the Faculty."

It is due, perhaps, in this connection, to give Laws the benefit of his own modest statement of his own merits. We quote the exact language of *The Republic*, as follows:

"He gave striking exhibitions of his

high appreciation of his own importance, but nothing he said was more pronounced than the following:

"I recognize no man on the face of this earth who understands the University business better than I do."

Now there are, in round numbers, over two millions of people in Missouri. The people are unanimously in favor of the reports of these two Committees that Laws is unfit for the position, and has been for years, and that he should resign. Against the experience and conviction of over two millions Laws says:

"I recognize no man on the face of the earth who understands the University business better than I do."

Will the two millions of people retire? or will Laws retire? We shall see. Laws held about the same opinion of himself when he was in the "gambling business" in Wall Street; but if all reports are true, there are men "on the face of this earth" who understand the "gambling business" better than Laws does: and the reason, it is said, that Laws went into the saloon business in Kansas City is that Laws is a "shorn lamb" to-day on account of his intimate and continued connection and association with the Wall street gamblers.

MORE MODESTY.

"Therefore was I created with a stubborn outside, With an aspect of iron."

—SHAK.

We blush to say it—but the modesty of Dr. Laws is only equalled (according to Laws) by his ability. Take this as an instance, from the Minority Report (page 9) defending Laws. The exact words of the Report are as follows:

"He [Laws] went so far, and we think imprudently and inconsiderately, as to have the legal and corporate name of the University changed to Agricultural College and University of Missouri. This has engendered a good deal of prejudice against him in many quarters. He seemed to be dogmatical and determined in his purpose in this respect, against the protests of many of the most ardent friends of the institution. His reasons are quite plausible, though wholly impracticable in law or expediency."

And yet this stupid old tyrant—who upon a mere whim tramples law and common-sense and the people and the legislature under his feet, and who gives reasons for this sort of usurpation, which the Committee themselves say are "wholly impracticable in law or expediency"—goes over to the Legislature, and, as if talking to a set of students he calls "mules" in the chapel, Laws says:

"I recognize no man on the face of this earth who understands the University business better than I do."

We do not wonder that in the same speech "he referred frequently to the fact that he was about to leave the University." Unless the two millions of people in the State are fools—and we know they are not—he ought to "leave the University" summarily."

LIBERTY in this country does not—and must not—mean anarchy.

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN,..... }

WE hope teachers and school officers will remember that Arkansas will receive an addition to her school fund of over *two and a half millions* of dollars by the passage of the Blair Bill.

This money is all needed now to lengthen the terms of the schools and to properly compensate the teachers of the State for their work.

YES, the people like to read these "rolls of honor" in the county papers. Like to read of the punctuality, scholarship, obedience, studious habits, good manners of their children—all these mean better citizenship—generosity, ability, and productive industry and morality, just those elements of character which bring back to our tax-payers *four-fold the cost* of the school.

These things the people want to know about. This is the *real* work of the teacher—this work, well and constantly done, is what makes the service of every man and woman in the profession worth double what they are paid.

Publish these facts in the county papers so as to keep the people informed as to what is being done in our schools, and they will vote longer school terms and more liberal and adequate compensation for our teachers in all the States.

KANSAS.

"Your presence makes us rich."
—SHAK.

THERE is no mistake about it—looked at from any point of view, Kansas is a good State to locate in. The people are intelligent, cultured and refined. The very atmosphere seems to impart an easy manner and a social condition not equalled in many States.

No class distinction is noticeable; all are friends together. So long as they are well behaved, riches make but little difference. The cities are as well built and furnished with the latest modern municipal improvements, such as paved streets, gas and electric lights, water works, street cars, and all else that will be found in the first-class Eastern cities. If you cannot be convinced of the growth and prosperity of this great State in any other way, go and see for yourself.

The *Missouri Pacific* goes direct to Kansas City, and traverses almost all portions of this vast and magnificent domain from that point, reaching on and out to Pueblo and Denver, Col., direct.

THE fruit crop of Kansas, like all other crops, bids fair to be immense this year. A canning factory at Coffeyville is an enterprise that will be rewarded with large returns.

COMMON schools, universities, colleges, normal schools, academies—not a crevice left for ignorance or illiteracy in Kansas. This is what keeps that State booming all the time.

KANSAS ought, with her great crops and booming prosperity, to arrange to pay her teachers in all the counties a minimum salary of \$50 per month, and to keep the schools open nine months in the year.

KANSAS is noted for her enthusiasm in educational matters. Upwards of 100 to 150 teachers are employed in most of the counties, at salaries ranging from \$30 to \$100 per month.

THE STUFFED ELEPHANT.

"Stuffed, as they say." —SHAK

HERE now you have it—that is the Minority Report of it made in Laws' defence; but the query forces itself upon us, whether or not we ought not to have a President of the State University in Missouri "on the face of this earth" who can read! and a Board of Curators who can read and obey the mandates of the Legislature—but to the exact language of the Committee. They say:

"The hide of the elephant is stuffed and mounted in the centre of the Museum hall, holding in the grasp of its trunk a large and animated appearing tiger. In front of it on the east, and standing at right angles with the face of the elephant, may be seen the colossal skeleton. These specimens are of a kindred nature to others near at hand, such as the rhinoceros, hippopotamus and sea lion.

Dr. Laws, in August, 1887, sold the elephant to the State for the sum of eleven hundred dollars, upon the condition that the Board of Curators would recommend that the Legislature would pay the balance of expense incurred by him in its purchase, and amounting—the balance due is \$582, which some of the Committee recommend ought to be paid. Dr. Laws sold Emperor to the Board of Curators for the above sum and upon the above condition, after the Legislature had refused to make an appropriation for its purchase, but of this refusal to make such an appropriation, the Curators and Dr. Laws swear they were ignorant, and there is no evidence to the contrary."

Perhaps this is a case

"Where ignorance is bliss,
'Tis folly to be wise"—

but, really, ought the President of the State University of Missouri and the Curators to be quite so ignorant of the discussions and action of the Legislature as this shows them to be, and then to "swear" to it too, especially in the face of Laws' statement to the Legislature that

"I recognize no man on the face of this earth who understands the University business better than I do."

And yet, Dr. Laws resigns "under fire," because

"A rotten case abides no handling."

KEEP the printed page in circulation among the people all the time, so that they can reinforce themselves with new facts constantly. The world in no department stands still.

GOVERNMENT by the people cannot succeed unless all the people take part in it!

Do all the people know enough to vote intelligently and properly for all the men and measures brought before them?

Our teachers train the children all the time for intelligent citizenship.

PUBLIC meetings, addresses, lectures, reading circles, and all other methods, should be used by our teachers to arouse, interest, and instruct the public and the tax-payers on these questions of a more extended and liberal education of the people. Let the teachers form and maintain efficient organizations for these purposes in all the States.

SCHOOL teachers are cheaper and better than judges; and school-houses are better than jails or prisons. Let us instruct and educate the people.

THE BASIS OF KNOWLEDGE.

Observation is the basis, absolutely, of all knowledge.

Children talk of what they see.

They must have something the eye can rest upon, to properly locate places mentioned in the lesson to aid the mind to hold on to the facts stated.

Hence the necessity of providing Outline Maps for every school, if you would have pupils study Geography and History properly and successfully.

If children are reciting lessons about

Chicago and New Orleans,

New York and San Francisco, London, Paris, or any other important point,

They must have a map before them to properly locate these places or any others of which the lesson treats.

With OUTLINE Maps hanging before them, the children will link State to State and City to City, and trace not only the boundaries but the important commercial relations of each to the other.

In fact the important news of the day, coming as it does from all parts of the country and the world, cannot be intelligently understood by the children without the use of Outline Maps and a Globe.

The whole class can be taught at once with these Outline Maps before them, and the teacher instructs ten better and more clearly with them than they could instruct one pupil without them, hence they can do as much more work if these maps are furnished as there are pupils in the class to be instructed.

With these maps then every lesson is linked to the work and business of every day life

What do we produce more than we consume?

Where do we sell it?

What do other States or countries produce that we buy?

Where does our coffee, tea, sugar, spices and clothing come from?

We must learn all these facts, and with a set of Outline Maps by which to locate places distinctly we avoid the details which burden the minds of the children with useless information and enable them to get in a short time what it would take years to learn without these helps; hence every school should be furnished now with a full set of Camp's Outline Maps. Why Camp's?

Because "Camp's are the best."

They can be had with a Globe, a Blackboard, and a set of Reading Charts for a trifling expense, when the immense advantages they give every child are taken into consideration—together with the time saved by their constant use in the school.

These advantages are so obvious and clear to intelligent school officers that it only remains to point out where they can be had. We give you the evidence of their help and value by those who have proved what can be done with them—by the test of experience.

PROF. H. H. KEEBLER, late principal of the Public Schools at Collinsville, Ill., was not only a leading educator, but had had special experience in testing School Maps. He says:

To School Directors and School Trustees:

Our Board of Education in Collinsville, decided to furnish the schools with more Outline Maps and other tools to work with.

At their request, I priced and thoroughly examined maps from the publishers of New York, Philadelphia, Chicago and other cities.

After a very careful and critical test of Guyot's, Mitchell's, Johnson's, Monteith's and other maps, I find Camp's New Improved Set of Outline Maps to be the Best and Cheapest.

They excel in coloring, mounting, design and clearness like copper plate engraving. They are especially valuable for school purposes because they give no names of places, being strictly outline.

I advised our Board of Education to buy a full set of Camp's Maps, and they did so at once, and I recommend them to all other school districts, and fully endorse the testimony given by the following eminent and experienced Educators of the use and value of Camp's Maps.

Hon. Newton Bateman, while State Supt., said: "Camp's Maps are superior in coloring, finish and honest mechanical execution. The separate Physical Map on Mercator's Projection adds much to the value of this excellent series."

Supt. N. W. Walker, of Pennsylvania, says: "Camp's Maps are the best in every respect."

E. G. Reynolds, A. M., of Michigan: "The size is convenient and they are the most sensibly and beautifully gotten up maps ever published."

Prof. J. M. Olcott: "Far superior to all others."

I have personally known and bought goods of J. B. Merwin for many

years and always found articles purchased just as represented, and as low in price as the same quality of goods could be bought in New York or Chicago.

Very respectfully,

H. H. KEEBLER, (late) Principal Public Schools, Collinsville, Ills.

We furnish Camp's Magnificent New Improved Set of elegantly engraved and brightly hand colored maps, nine in a set, with a key for instruction and an extra map of the State mounted in the same expensive style, making ten maps on common rollers for the low price of \$30. Others charge \$50, \$60 and \$80 for eight maps in the set, nothing like as perfect as these, or as distinctly and beautifully colored.

THE LARGE SET CONSISTS OF THE FOLLOWING MAPS:

		We furnish them on Common Rollers as follows:	We furnish each Map on Spring Roller, in Veneer Case as follows:
No. 1.	The Hemispheres.....	50x30 inches.....	\$4.00
" 2.	North America.....	25x30 ".....	2.00
" 3.	United States, Canada and Mexico.....	60x50 inches.....	7.00
No. 4.	South America.....	25x30 ".....	2.00
" 5.	Europe.....	60x50 ".....	7.00
" 6.	Asia.....	30x25 ".....	2.00
" 7.	Africa.....	30x25 ".....	2.00
" 8.	Oceania.....	30x25 ".....	2.00
" 9.	Physical Map of the World.....	50x30 ".....	4.00
State Map.....		3.00	5.00
Set of Nine Maps, mounted on muslin back, with rings for hanging in neat portfolio style.....			\$25 00
Set of Nine Maps, mounted on muslin back, on plain rollers.....			30 00
Set of Nine Maps, mounted on rollers, muslin back, in neat box, with lock and key.....			33 00

We want to bring them within the reach of every school, and we put the ten maps and key at this low price for that purpose.

To properly mount and finish such a set of maps involves a large amount of time and the most experienced and skilled labor. We sell paper Maps of the United States for \$2.50 mounted on rollers, while a copper plate map mounted on linen is sold for, from \$15.00 to \$25.00.

For the same reason that pupils need a United States map they need a map of Europe, and because they need a map of Europe and of the United States they need the other grand divisions so that they can study successfully in any text book the geography and history of all the different countries.

Geography cannot be taught properly or intelligently without the constant use of Outline Maps and a Globe.

We give prominence to those countries which have done and are doing most for intelligence, civilization, art and progress, and we complete the set by furnishing nine and an extra map of the State at a cost that brings them within the reach of every school however small.

It is more important now-a-days to know about Railroads than Rivers. We give the Trunk Line Railroads on these maps.

These Maps are the only Outline School Maps which give the principal Railroad Trunk Lines.

The Physical Map, especially in connection with the Globe, explains clearly all the important phenomena of ocean currents, wind currents, rain districts, with their effects on health, temperature, production and civilization.

The work on these New Improved Maps is executed in six permanent and brilliant fast oil colors, showing the latest change of boundaries, the most recent discoveries and modern explorations in every part of the world.

No school, however small or large, is properly equipped without a full set of these maps. Address

J. B. Merwin School Supply Co.,
1104 Pine Street, St. Louis, Mo.

The State Journal of Education, Prof. Frank H. Curtis, Editor, Aiken, S. C., says:

"We are pleased to notice the union of two of the best educational journals—the American Journal of Education and National Educator. The interests of these two have been consolidated and will hereafter be run together. We heartily wish this union all the success it so richly deserves, and if we had our wish granted the American Journal of Education and National Educator would lie upon the table of every teacher.

We do not desire to find fault with our contemporary, the American Journal of Education, but there has come a time when "patience has ceased to be a virtue," and we demand

that Bro. Merwin stop putting out so excellent a paper, or that he send each subscriber two copies of each issue. We are unable to make clippings, for if we clip an article from one side, there is sure to be just as excellent an article spoiled on the opposite side. We arise in just indignation and protest against it."

We order our mailing clerk to send two copies regularly to the State Journal of South Carolina after this, and advise Bro. Curtis to cultivate "patience."

THE study of numbers, whether in the decimal system or in any other, always reveals interesting results. For instance Prest. H. S. Morton, of McCune College, Louisiana, Mo., writes as follows:

EDITOR: AMERICAN JOURNAL OF EDUCATION: Some time ago I was ex-

perimenting with numbers with the view to ascertain the relation of numbers to their cubes. I found that cubes of numbers divided by 6 gave as remainders the roots of the cubes.

For example $8 \div 6 = 1 + 2 - 6$. Here 2 is the remainder and also the cube root of 8.

So $27 \div 6 = 4 + 3 - 6$. 3 is the remainder and the cube root of 27.

When the cube of 6 is reached we must divide by 12, and so advance with the divisor from each multiple of 6.

A SUCCESS.

"It hath given us earnest of success, Commencing in a truth."

—SHAK.

WE have gathered the following interesting items concerning the St. Louis Manual Training School.

The NINTH YEAR of the school will close June 12th with the graduation of its Seventh Class.

The TENTH YEAR will begin in Sept., 1889.

The New Class will consist of One Hundred Boys.

Last year there were nearly 150 applicants for the 100 places.

The enrollment for the year 1888-9 is 241, greater than ever before.

Over forty boys will graduate in June.

The number of graduates in the six previous classes is 239. Of these 77, or 82.2 per cent. have gone on into higher education.

Three of the teachers in the school are graduates of the same.

On the 30th ult. above 200 students of the school appeared in the procession as three well drilled companies, under the command of students, furnished with canes and the colors of the school. At the head of the column there appeared a handsome banner, bearing the name of the school and the Motto:

"THE CULTURED MIND, THE SKILFUL HAND."

The following is a list of the teachers of the school and the subjects they teach:—

Geo. W. Krall, Geometry, Civics, History, Physiology, Science, and Literature.

Carrie C. Bumann, B. L., Latin, French, German, and History.

W. H. Vaughn, A. M., Algebra, Latin, Rhetoric, and Literature.

H. Reed Stanford, B. Eng., Science (Chemistry) and Algebra.

Wm. R. Vickroy, B. Ph., Arithmetic, Algebra, History, English Composition and Science.

B. S. Newland, A. M., Arithmetic, Algebra, Latin and Science.

Oscar W. Raeder, Drawing and Geometry.

Hal. G. Ellis, Drawing.

George B. Woodward, Bench and Machine Work on Iron, Steel and Brass.

Chas. E. Jones, Forging in Lead, Iron and Steel.

Geo. B. Swofford, Joinery, Wood-Carving and Wood-turning.

Edgar L. Brother, Joinery, Wood-carving, Wood-turning, Pattern-making and Molding.

Prof. C. M. Woodward, the Director, though closely engaged in Polytechnic (Engineering) School, until one o'clock, gives daily an hour or more to the Manual. His regular office-hour is from 2 to 3 P. M., when he is at liberty to receive callers at the school.

The Annual Exhibition of the school will be held on the forenoon of June 12th. The school has already sent a large exhibit to the Paris Exposition.

The analytical character of both the Shop-work and Drawing, quickly distinguishes the educational nature of the instruction from the commercial nature of a factory.

Dr. Woodward cordially welcomes all visitors, particularly those educators who imagine manual training to be one thing but find it to be another.

PROF. J. H. TAFF, of Presidia Co., Texas, says:

"I find your Aids a great help in stimulating our pupils in study and deportment.

They also create a greater interest among the patrons of the school in the work we are doing. Please fill the inclosed order. Sincerely, J. H. TAFF."



INFANTILE
Skin & Scalp
DISEASES
Cured by
CUTICURA
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FOR CLEANSING, PURIFYING AND BEAUTIFYING the skin of children and infants, and curing torturing, disfiguring, itching, scaly and pimply diseases of the skin, scalp and blood, with loss of hair, from infancy to old age, the CUTICURA REMEDIES are infallible.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood diseases, from pimples to scrofula. Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT \$1. Prepared by the FORTER DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

Baby's Skin and Scalp preserved and beautified by CUTICURA SOAP.

KIDNEY PAINS, Backache and Weakness cured by CUTICURA ANTI-PAIN PLASTER, an instantaneous, pain-subduing plaster. 25c.

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Who Value a Refined Complexion
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COMPLEXION
POWDER.

It imparts a brilliant transparency to the skin. Removes all pimples, freckles and discolorations, and makes the skin delicately soft and beautiful. It contains no lime, white lead or arsenic. In three shades: pink or peach, white and brunette.

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All Druggists and Fancy Goods Dealers Everywhere.
BEWARE OF IMITATIONS.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

No republic is a success that is governed by an oligarchy of "bosses" and their satellites. Let the tax-payers and voters remember this truth and act upon it.

Is it not a startling fact, that while the forms of a free government are still preserved, its essential principles are being constantly violated by the bribery of office brokerage?

THE ignorant voter in all the States is a prey for the corrupt politician and the demagogue. Our schools do a vast work to remedy this evil and danger, and are worth all they cost for this reason.

We must either educate and raise the illiterate masses—or they will drag us down.

The vote of an illiterate counts as much as that of a Judge of the Supreme Court of the United States.

Is it wise to carry six millions of illiterates in this country? The only cure is education.

OUR teachers should unite and act with each other and for each other more and more all the time. Independent action or individualism is a sort of barbarism—each acting as he pleases at his own risk and peril weakens the whole fraternity. The school is a community, teaching politeness, forbearance and unity of purpose and action, making each and all alike strong and wise too. This is the work our teachers are doing constantly, or should be doing constantly.

VALUABLE SUGGESTIONS.

"Let me know my fault,
On what condition stands it, and wherein?"
—SHAK.

THE *Austin Statesman* makes some very valuable suggestions to the teachers and to the people of Texas on the matter of school legislation.

If, now, the teachers will take hold of the matter, the evils complained of can be done away with. "Longer school terms" and "more money"—these are the points urged. The *Statesman* says:

"When we compare the small results with the great mass of proposed legislation, we are compelled to ask the cause of the failure of the legislature, which on the whole was friendly to the schools, to adopt any of the amendments, the necessity of which was clearly set forth in the report of the State Superintendent and strongly endorsed by the governor. The answer is not far to seek.

It is the ignorance of the conditions and needs of the schools and of the principles which should guide in the

development of an efficient system of public schools.

The development of the public school system requires a fair comparison of the usage of other States and a careful study of the conditions prevalent in our own State, and it requires above all sympathy with the purposes and methods of public schools.

There is no better field in public life for young men desiring political promotion than careful study of the public school system and the development of such a plan as shall establish these schools on a permanent basis of efficiency. No leader sufficiently well informed to instruct or explain the many points arising in the enactment of a comprehensive school law was developed in either the House or the Senate, and until such leadership shall be so developed, it is idle to expect any important changes for the better in our free school system.

The experience of this Legislature shows clearly that it is necessary to go back of the politicians to the people to secure the real needed school legislation. The necessities in this direction seem to be a longer school term, a sounder financial basis, more money, more system in disbursing the money, more careful supervision of the schools, and better agencies for the improvement of teachers."

PRESIDENTS AND VICE-PRESIDENTS.

"Kings and mightiest potentates must die."
—SHAK.

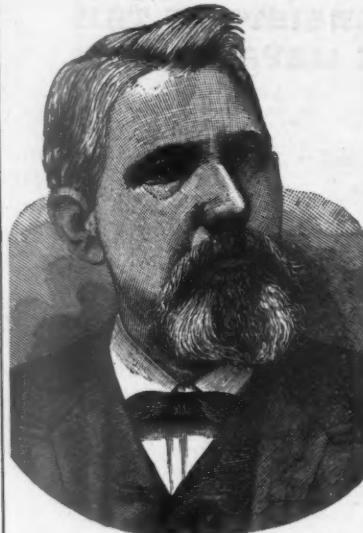
THE following is a list of the Presidents of the United States and their terms of office:

George Washington.....8 years
John Adams.....4 years
Thomas Jefferson.....8 years
James Madison.....8 years
James Monroe.....8 years
John Quincy Adams.....4 years
Andrew Jackson.....8 years
Martin Van Buren.....4 years
William Henry Harrison.....1 month
John Tyler.....3 years, 11 months
James K. Polk.....4 years
Zachary Taylor.....1 year, 4 months
Millard Fillmore.....2 years, 8 months
Franklin Pierce.....4 years
James Buchanan.....4 years
Abraham Lincoln, 4 yrs, 1mo., 11 days
Andrew Johnson, 3 yrs, 10 mos, 20 days
Ulysses S. Grant.....8 years
Rutherford B. Hayes.....4 years
James A. Garfield.....6 1-2 months
Chester A. Arthur...3 years, 5 1-2 mos
Grover Cleveland...4 years
Benjamin Harrison.....

The Vice-Presidents of the United States from the time of George Washington and their years of service are as follows:

John Adams.....8 years
Thomas Jefferson.....4 years
Aaron Burr.....4 years
George Clinton...7 yrs., 1 mo., 16 days
Elbridge Gerry...1 yr., 8 mos., 19 days
Daniel D. Tompkins.....8 years
John C. Calhoun...7 yrs, 9 mos, 24 days
Martin Van Buren.....4 years
Richard M. Johnson.....4 years
John Tyler.....1 month
George M. Dallas.....4 years
Millard Fillmore...1 yr., 4 mos., 4 days
William R. King.....4 years
J. C. Breckenridge.....4 years

Hannibal Hamlin.....4 years
Andrew Johnson.....1 month, 11 days
Schuyler Colfax.....4 years
Henry Wilson...2 yrs., 8 mos., 18 days
William A. Wheeler.....4 years
Chester A. Arthur.....6 mos., 15 days
Thomas A. Hendricks...8 mos., 21 days
Levi P. Morton.....



HON. SOLOMON PALMER,
STATE SUPERINTENDENT OF EDUCATION,
ALABAMA.

ALABAMA.

"As my hand has special bounty to you,
My heart dropped love."
—SHAK.

HON. SOLOMON PALMER, State Superintendent of Education, makes a strong plea for a better system of education for the children of this great State.

He says, "in order that the people of Alabama may know what other States are doing for public education, I deem it not improper in this connection to give a few facts culled from official reports on file in this office. I will begin with

MISSISSIPPI.

Mississippi, with a school population of 471,622—13,929 less than Alabama—and with taxable property worth only 135 millions, not much more than half of ours, paid last year for public education \$839,797.46, nearly twice as much as Alabama paid. Of this sum, \$300,000 was a direct appropriation by the State and the other was raised principally in the counties by a local tax of 3 mills on the dollar. The levy of this local tax is mandatory by general law. She paid her teachers on an average \$34.44 per month, we paid ours only \$22.16.

LOUISIANA.

Louisiana, with a school population of only 311,425—174,126 less than ours—appropriates annually \$730,000 for public schools, \$320,000 of which is raised by local taxes.

FLORIDA.

Florida, with taxable values amounting to only \$86,000,000—much less than one-half of ours—pays for public schools alone, \$447,000.00, the most of

which the constitution requires shall be raised in counties by a local tax of not less than 3 or more than 5 mills on the dollar. Be it said to the credit of the people of Florida, that they voluntarily assessed themselves in the counties 4 mills on an average, which is one mill more than the minimum fixed by their constitution.

SOUTH CAROLINA.

South Carolina, with taxable values of only \$141,074,347—one-third less than that of Alabama—pays for education \$533,253.50. Her tax rate is the same as ours, and in addition to this 5 mill tax for general State purposes, she levies a 2 mill tax for schools alone.

TEXAS.

Texas, with taxable values estimated at \$650,000,000, gives her public schools annually two and one-half million dollars, just ten times as much as our direct appropriation from the State Treasury for the same purpose. Besides a large general school tax, she raises \$300,000 of this amount by local taxes in the counties.

TENNESSEE.

Tennessee, with a school population of 561,496, paid for school purposes last year \$945,515.43. Of this sum she paid \$65,215.27 for school houses.

VIRGINIA.

The State of Virginia paid for the year 1886, for all purposes, a total of \$1,306,945.78.

Besides this sum of \$1,306,945.78, Virginia paid the same year for sites, school buildings, etc., \$142,836.79; for school apparatus \$3,319.96—making a grand total of \$1,453,102.53 paid by the State in one year for school purposes. It will be observed that the cost of disbursing the school fund is much greater than in our State. The school population is 610,271—only 124,720 more than ours, whilst she appropriates for school purposes about three times as much as Alabama.

MISSOURI.

For a total school population of 823,472, Missouri gives for public education annually the sum of \$4,252,429.78, which amount is being increased from year to year. Of this sum, \$959,073.66 is expended annually for sites, school buildings, apparatus, fuel, etc. The value of school property is \$9,733,903. The tax rate of Missouri, for school purposes, alone is 42 cents on the \$100 of taxable values, almost equal to that of Alabama for all purposes, including schools.

MARYLAND.

Maryland, with a school population of only 295,215—but little more than one-half of ours—expends annually for public schools, \$1,780,397.66. The taxable values of the State are \$476,829,611, but little more than twice that of ours, requiring a tax rate of 87½ cents on the \$100 to produce her school revenues alone.

Up to the war, all the foregoing were slave States and suffered as we did, and are now confronted more or less

with the race problem, as we are. Three of them, Mississippi, Louisiana and South Carolina, in proportion to population, have more of the colored race to educate than we have, and in each of them the negro gets his full share of the school-fund in proportion to numbers as he does in Alabama.

I will add to those already given but two other States, which are but fair samples of what is being done by nearly all the Northern States for public education.

OHIO.

With a school population of 1,102,721, Ohio, last year, had a school fund of \$14,031,092.93, more than \$12.50 for each child within school age. Her school property is valued at 29,287,744.00, more than \$26.00 to each child within school age.

NEW YORK.

The State of New York, with a school population of 1,763,115, expended last year for public education the sum of \$14,461,774.94, paying her teachers alone \$9,306,425.88. The value of her school houses is 36,376,553. The State expended last year for new buildings, repairs, etc., \$2,394,004.35, nearly \$2.00 to each child within school age, and twice as much as Alabama gives to each of her children for all educational purposes."

A VISION.

"Love talks with better knowledge,
And knowledge with dearer love."

—SHAK.

It will be realized! John Bright was a prophet. He has passed on.

Who contribute so much and so constantly to the realization of this vision as the four hundred thousand teachers of the United States?

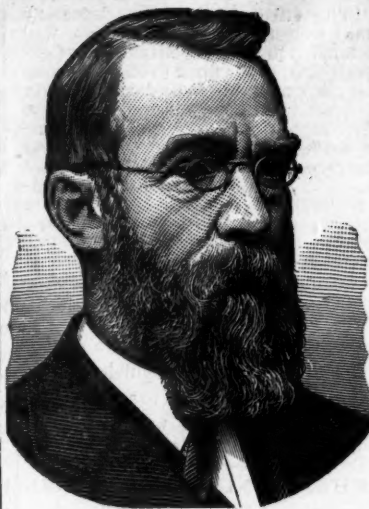
John Bright said years ago:

"I have a bright vision before my gaze. It may be but a vision, but I will cherish it.

I see one vast confederation stretching from the frozen north in unbroken line to the glowing south, and from the wild billows of the Atlantic westward to the calmer waters of the Pacific main, and I see one people, and one language, and one law, and one faith, and over all that wide continent the home of freedom and a refuge for the oppressed of every race and of every clime."

Here is a curious story, told of John Bright's second marriage, in a Quaker meeting-house at Wakefield:

"The 'Friends' sat around for some time in silence, looking furtively at Bright, who was close to his blushing bride-to-be, deep in thought. Finally he rose and said: 'Friends, I take my friend Margaret Elizabeth Leatham to be my wife, promising by divine assistance to be unto her a faithful and loving husband till it shall please the Lord by death to separate us.' The bride, still holding Mr. Bright's hand, repeated a similar declaration. After another brief period of silence the register was signed and the couple received the congratulations of their friends."



PROF. C. M. WOODWARD, ST. LOUIS
MANUAL TRAINING SCHOOL.

CLEAR DEFINITIONS.

"And you gave such a masterly report
For art and exercise in your own defence."
—SHAK.

THERE is much confusion in the public mind as to the exact force and meaning of the phrases: *technical*, *school*, *industrial school*, and *manual training school*; and no small part of the controversies now existing in educational circles is due to misunderstandings arising from the use of these terms.

1. There is already substantial agreement among good writers as to the words *technical*, *technological* and *polytechnic*. The Greek root *tech* is employed to signify an art resting upon higher scientific principles systematically developed and adequately worked out in practice. Hence a technically trained man is one well versed in both the theory and practice of one of the branches of applied science; he is an engineer in some one of the many branches of modern engineering, each requiring the mastery of an extended and severe course of study. There is therefore perfect fitness in these names:—the Rensselaer Polytechnic Institute, of Troy, N. Y.—a school of Civil Engineering; the Massachusetts Institute of Technology—a school for the different branches of engineering, architecture and chemistry; the Stevens Institute of Technology—a school for mechanical engineering; and the Polytechnic School of

WASHINGTON UNIVERSITY, ST. LOUIS,

A school for three different branches of engineering and for chemistry. These schools are all high grade, receiving freshmen at the average age of about eighteen years.

The word "scientific," as applied to a technical school of department is going into disfavor as too broad and indefinite. Science is applied to every branch of learning which has been developed sufficiently to enable one to study it systematically.

I do not mean that all institutions which call themselves "technical" or "polytechnic" are properly so called.

I have several institutions in mind which violate good usage in this regard. In each case the mistake consists in applying the word to schools for young boys, or boys and girls, where no proper technical training is given. In one case all the pupils are under thirteen years of age. In Europe the term "polytechnic" is applied to the higher grade of scientific schools where nearly all the instruction is of a professional character. In England the tendency in the use of the word "technical" is in the right direction. Sir Lyon Playfair says, that "in one sense technical education begins in the kindergarten," but he admits that it were better to find other names for the several grades of preparatory training which should precede the strictly technical.

2. In the use of the word

INDUSTRIAL

there is the greatest diversity. There is scarcely an institution for boys from the kindergarten to the University which has not been called more or less *industrial*. It has been applied to reform schools, to trade schools, to charitable institutions where boys spend half their time at ordinary labor earning their living or a part of it. It has been applied to free-hand and to instrumental drawing, and indiscriminately to manual training schools.

The industries of modern life are very numerous and each admits of being analyzed into its elements and of being systematically taught. But to say that a school or a study is *industrial* because it involves training which may be directly useful in one or more industries seems to me a very objectionable instance of synecdoche. In England and in Europe generally the word is applied to schools where special trades or small industries are taught. The industrial schools of England are limited to schools of weaving, dyeing, and the like in manufacturing towns. They take a wide range in Europe, though they are individually very narrow. For instance in 1883 there were forty-four trade schools in the duchy of Baden. The trades taught—one in each school—were clock-making, watch-making, straw-plaiting, wood-carving, pottery making, hat making, basket making, ribbon-making, cardboard-box-making, etc. These schools are at once and all the time productive. By confining the attention of the pupils to a narrow field and by giving to hand-work several hours per day, the articles made are soon saleable and hence the school is always a factory. Such are industrial schools as understood abroad.

I respectfully suggest that in future we either drop the use of "industrial" in education, or that we give it its legitimate signification, as describing a trade school. There are no trade-schools in America outside New York City, that I know of, unless the school

of Industrial Design of Boston be a trade-school. But there is a touch of art about that school which lifts it above the level of mere trades. I see no simple course for us to take but to drop the word "industrial" from our vocabulary as extremely liable to be misunderstood.

If we mean

"TECHNICAL,"

let us say "technical;" if we mean "trade" let us say so plainly; and if we mean neither, but "manual training," then let us boldly use this new descriptive phrase. This brings me to my third division.

3. It is now necessary to select a name for those schools which incorporate positive manual elements into their course of study, but which are far removed from trade schools on the one hand—being much broader, and aiming not so much at dexterity in special work and actual shop-products as at intelligence and general culture in more than one direction—and on the other hand, which fall far below the mathematical theories and elaborate researches, and the professional details of the technical schools. In these schools for general training, no moderate literary or scientific work can be thought out of place; on the contrary, a large share of the time must be given to literature and science.

The name

"MANUAL TRAINING SCHOOL,"

suggested by me in 1879, still appears to be the best. It has been received with great favor both in the United States and in England. To be sure, the etymologists are trying to make manual training cover every thing in which the hand is used, instead of allowing it the restricted meaning first given it. Sir Philip Magnus says: "By manual training one commonly means exercises in the use of the tools employed in working wood and iron." Drawing is understood to be included in the exercises as a matter of course.

The manual training school teaches no trade, prepares for no calling or profession. It gives as wide a training in the practical arts as it does in literary and commercial fields. It stimulates and develops all minds, and opens all the windows by which youth look out upon the activities of life, and it unbars every entrance thereto. It is possible that a better name than "manual training school" might be coined, but no better has been coined, and if people will take the trouble to seek for the meaning of the name, not in a dictionary, but in the organization and work of the school itself, its signification will be easily seen.

I earnestly appeal to essayists, speakers, superintendents and teachers alike, to recognize the distinctions I have made and thus save us all a great deal of time now wasted in waging war with our friends.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN

LIBERTY is obedience to law. Our schools train to obedience and to liberty at the same time.

A NEW and larger duty devolves upon every teacher to-day than ever before in the history of the world.

Do we employ and properly compensate competent men and women in training and educating the young?

WHILE there are more than six millions of our people held in the darkness and blindness of ignorance, it is plain that the light of humanity is not only being eclipsed, but that the distinction between justice and injustice, right and wrong, is being obscured. No people, no nation can afford this.

THE Illinois State Normal University at Normal, Illinois, Edwin C. Hewett, LL. D., President, opens the present term with over four hundred students in the Normal Department, and a total enrollment in all the departments of about 700 pupils. This for the spring term is perhaps unprecedented in the history of this efficient and popular institution.

This shows, also, that the people appreciate and demand more than ever teachers who have had a normal training. It means too vastly better schools and better instruction, and this again means more intelligence, more prosperity and more power and happiness among the people. Intelligence pays.

PULASKI County, Ill., sends in a very large and extensively signed petition for Federal Aid to Education.

Every county in the State ought to be thoroughly and efficiently canvassed now in behalf of this measure. Teachers who complain of small compensation and short school terms; tax-payers who complain (needlessly) of high taxes for school, should remember that Illinois would receive an addition to her school fund of nearly two millions of dollars by the passage of the Blair Bill. Is not this money needed now in Illinois to increase the length of the school term? The money is idle to-day in the United States Treasury.

Senators Cullom and Logan were among the forty-four United States Senators who voted for the passage of the bill. They heard it discussed for weeks and voted for it.

It will be safe and eminently proper for all people interested in their schools to sign petitions for the passage of this bill.

Thousands of copies of this JOURNAL

are being circulated containing the facts as to its necessity and constitutionality.

PETITIONS ought to be signed and sent in by the tens of thousands, now, for the passage of the measure for Federal Aid to education. We will cheerfully and promptly forward to Washington all petitions sent to the care of the Managing Editor of the AMERICAN JOURNAL OF EDUCATION.

WE may refuse to do our duty, but we cannot escape the consequences of such neglect in this country.

THE more difficult the task of educating six millions of illiterates, the more it demands the attention of educated men. The Blair Bill proposes to remedy this evil and this danger.

LET us unite now, and convince and enlighten the people as to the necessity, constitutionality and expediency of passing the Blair Bill, or some similar measure for Federal Aid to Education.

CONNECTICUT.

"Where now his knowledge must prove ignorance." —SHAK.

OUR friends in Connecticut will have to wake up a little on school matters.

The *New York World* copies from the *Hartford Courant* these tests and samples of work done—or rather lack of work done—which shows bad when the facts are spread over the country by the newspapers.

Evidently Connecticut needs the money she would gain by the passage of the Blair Bill.

Connecticut, like some of the other States, carries the virtue of economy so far in the conduct of her schools, that it endangers both their usefulness and efficiency.

Here are some of the results of this parsimony, as developed by an examination made by the Secretary of the State Board of Education, of pupils who had attended school six, eight and ten years.

"Children who could not think of a subject were told to describe what they saw on their way to school. Here are two contributions:

(No. 1.)

T sam Man Wagon Hovrse

[Boy 12 years old; in school 8 years.]

(No. 2.)

Isow to men out ing wood isaw fortien cown in onlot ahore runing in the lot ando turky an cow.

[Boy, 11 years old; in school about 6 years.]

The story of Mercury and the Woodman was told, and the children directed to write it out." It was simply unintelligible.

Secretary Hine says:

"The remedy for this cannot be given off-hand. Longer terms, regular attendance, skilled supervision and concentration of money upon fewer schools, would certainly be steps in the right direction."

The report goes on to say:

"The effect of this unsatisfactory condition of primary education will be felt by the next generation. Connecticut cannot afford to have its men and women unable to understandingly read an ordinary newspaper, or to write an ordinary letter, or to correctly solve the common arithmetical problems of ordinary life; but what we have learned from an investigation of the schools in New London County, and from tests of children sixteen years old, employed in factories, leads us to fear that a dangerously large percentage of the future citizens of this State are now growing up practically illiterate."

Yes, Connecticut needs the money the Blair Bill would furnish to give longer school terms and to secure more competent teachers and adequate compensation for their services.

REBUILDING MONTICELLO.

"To a joyful resurrection."

—SHAK.

THE rebuilding of the beautiful Monticello Seminary is already an assured fact. Its past history makes it a present necessity. It had become so much of a moral and intellectual force in the history of the West and in the homes of many of the States, that its very ashes appeal in mute eloquence for the means to rebuild it equal to the larger demands its own work has inspired.

Mr. L. P. Stelle, in a communication to the *Alton* (Ill.) papers, says, the present odd-looking building with its very primitive and barn-like appearance, looks strangely enough after having passed the debris whose picturesque decoration suggests some old world ruin wrought by time's slow and inexorable power.

The temporary quarters of the Seminary, plain and rough as they are, represent, nevertheless, the energy, enterprise and, I may add, as quoting from one of the Chicago journals, "the marvelous work of the heroic Principal."

To design and prepare this temporary building to which seventy-four of the old students did return and take up the interrupted course of study under the former teachers, and this work being accomplished in sixty days with as little cost and as great convenience as the necessities of the case demand, would put three ordinary men to their wits' ends, but Miss Haskell is an extraordinary woman and a daughter of New England withal.

"—Her heart

Herein doth show its most exceeding worth,
That, bearing in our family her just part,
She hath not shrunk from evils of this life,
But hath gone calmly forth into the strife,
And all its sins and sorrows hath withstood,
With lofty strength of patient womanhood."

It was pleasant to see the regime of student life going on as smoothly and orderly as ever in this novel young ladies' seminary that the Principal with her usual disposition to view it from the humorous side calls "Knotty Hall," with stress laid upon the fact that she spells it with a "k" on account of the prominence of these features in the pine. There is no paint nor

plaster, nor even a chimney, yet the building is heated with steam and lighted with gas, the large smoke stack of the boiler being outside, and the gas is supplied by the old plant belonging to the Seminary. Cooking is done by gas, also, and the arrangements for this are unsurpassed by any thing in the State, outside of Chicago, and found to be perfectly satisfactory as to cost and convenience, an improvement, in both respects, upon the old method. The large gas range, with a hood over it to carry off the fumes of gas and food, was in full operation when I saw it, doing the cooking for the household of 103 persons in a truly *multum in parvo* fashion. This phrase applies to all the departments of the school. The kitchen with many appliances smaller, but "far more convenient than the old one." The students' rooms and music rooms and every nook and corner utilized, all made to subserve the one important end.

After ascending the "grand stair case" (of pine) we find the Principal's room, where she presides with all of her old time dignity, tempered with that ready humor, one of her greatest attractions, and a factor in her manner of discipline. Here most of her surroundings that were "snatched from the burning" make a singular contrast to the crude structure. The Brussels carpeting and folding bed of carved oak with its large mirror and a desk of the same material; the books and some rare pieces of bric-a-brac. With the view from the window of the fine old trees with their bare branches interlaced and the dun meadows reaching far on every side, make this a pleasant place for "camping out," as all seem to regard these improvised accommodations to which teachers and pupils alike have adjusted themselves in a most admirable fashion.

The faculty and friends of the institution are to be congratulated that the Seminary, with its magnificent record, was not compelled to move from its present site, but will continue on with an unbroken line among its graduates.

It is a matter of special public interest that this noble Christian institution, oldest in the West, should be speedily restored to its former estate, more fully equipped than ever for the purpose to which it has been consecrated, the higher education of women.

A RECENT careful study of methods at Cornell University, shows that there is no diminution of effort because of the presence of women in the lecture and class rooms. On the contrary, the women are an incentive to the young men, and the influence of the two sexes in their work is found to be wholesome and healthful.

To believe in the heroic, makes heroes."

THE DISGRACE REMOVED.

"I am disgraced, impeached, and baffled here."
—SHAK.

BY a vote of 83 to 18, the House of Representatives in Jefferson City, said, not a bent of the \$87,000 appropriated for the support of the State University, "shall be audited or paid by the State Treasurer while Prof. S. S. Laws * * * or the present Board of Curators are connected with said Institution."

We stated, years ago, in the columns of this JOURNAL that "the Board of Curators, in continuing Dr. Laws as President of the State University, entailed a lasting disgrace upon themselves and the State of Missouri."

The Legislature by their action, and the large vote of 83 to 18, seem at last to have reached the same conclusion.

In his speech on Dr. Laws, April 2d, 1889, Hon. Champ Clark, Chairman of the investigating Committee appointed by the Legislature to look into the present condition of the State University, said:

"Under Dr. Laws' management the State University was not even a respectable grammar school," and "that the better the students got to know Dr. Laws the more they hated him!"

This seems to be the case not only with the students but with the alumni also.

We never have asked any vindication of our position or for the truths we stated about Dr. Laws. We never needed any vindication—but it has come to us in overwhelming measure.

MULES!

"A most singular and choice epithet."
—SHAK.

MULES! Yes. Where? Up in the State University of Missouri, at Columbia. What! mules in the State University of Missouri? Yes!

Ex-Governor Brockmeyer said some time ago that Missouri exported mules and imported men!

This is apt to be the case until there is a change in the "management" of the State University as per the recommendation of the two Committees who have investigated the thing.

We clip the following from the *Minority Report*, defending Laws for his conduct in calling the students "mules."

The exact language of the Report for Laws' defence is as follows (we use the exact language—see page 7):

"He [Laws] has been accused of using violent language and opprobrious epithets in the chapel, to the students, and of calling the law students mules! when in fact the evidence shows that while such language, if used, would be highly improper, and met with prompt censure, the students upon the several occasions when this language was alleged to be used, were guilty of conduct unbecoming gentlemen with sufficient knowledge of a sense of propriety and decorum

justifying their studentship at College. Legitimate comparisons, some of them scriptural quotations, have been distorted by some of his enemy students into the alleged charges.

The evidence shows that in a general way he did allude to one of the students (who, though a grown young man, cannot yet *See*), that said student was an upstart when he said to the President on at least one occasion that he (the student) knew as much about the capacity of a person fit to become a member of the Faculty as he (Laws) did. This same young man was treated brusquely if not *uncivilly* by Dr. Laws on one occasion, when the former had an interview with the latter."

"Opprobrious epithets in the chapel"—"law students mules!"

Attractive—is it not? We do not wonder the Committee find—and report that

"We find, much to our mortification, that the young people of our State go elsewhere to finish their education, etc.," etc.

And that the University has been under Laws' management

"For twelve years, and the deplorable state of facts exists as above stated."

"Law students mules," forsooth—and yet, in the face of this report, Laws tells the Legislature that

"I recognize no man on the face of this earth that knows more about the University business than I do."

Perhaps the people of Missouri are aching to send their children up to a University where the President Laws uses "opprobrious epithets in the chapel" and calls the students "mules." It does not look much like it though at present.

It is quite time Laws stepped down and out. The people of Missouri have had enough of him.

NO INJURY TO THE PENNSYLVANIA LINES FROM THE COURTS' DECISION.

THE decision of the United States Court against the vestibule on Wagner sleeping cars does not in any manner whatever unfavorably affect the Pullman vestibule cars originally placed upon and still running over the great and popular Pennsylvania System, but on the contrary bears the highest testimony to their value.

This vestibule improvement establishes the sleeping car equipment of the Pennsylvania Lines as in the lead of all its competitors for New York passenger traffic, and the immediate connections which are made with "The Pennsylvania Limited" and "The Pennsylvania Special" through either Cincinnati, Indianapolis, St. Louis or Chicago, bring those accommodating and successful trains, with the new, magnificent and incomparable Pullman vestibule sleeping, dining and library car service within the reach of all eastern travelers at moderate terms and upon most acceptable conditions. They are unequalled on any other railway system in the world and we therefore unhesitatingly commend them to all who desire unfailing expedition, luxurious comfort and absolute safety while traveling.

The Chicago and Alton R. R. leads off again with a very fast train from Chicago to Kansas City—leaving Chicago about 6 P. M., and reaching Kansas City about 9 A. M. next morning.

Think of that! With the Chicago and Alton R. R. it is always speed, safety and comfort—or comfort, safety and speed—just as you prefer. You are always sure of these three attractions when you take the Chicago and Alton between St. Louis and Chicago, between St. Louis and Kansas City, and vice versa.

Mr. S. H. Knight, under the Planter's House, St. Louis, or Mr. James Charlton, of Chicago, will cheerfully respond to any inquiries for further information. In fact, all the Agents of the Chicago and Alton R. R. are full of information about the line.

A SUMMER HOLIDAY.

East to the Mountains and the Ocean via the Pennsylvania Lines.

Atlantic City, Cape May, Long Branch, and kindred resorts along the coast of New Jersey; Cresson and other well-known hotels of the Allegheny mountains, present peculiar attractions for the wholesome enjoyment of a summer outing. The ocean bathing and the mountain air bring health and happiness. A folder with an excellent perspective map showing the location of the mountain and ocean resorts of the east and giving a brief description thereof has been issued by the Pennsylvania Lines and a copy may be obtained upon application to E. A. Ford Pittsburgh, Pa.

"Slow help, is no help."

Manual Training School,

WASHINGTON UNIVERSITY, ST. LOUIS.

The TENTH YEAR of this highly successful School for Boys will open
Next September,

At which time a NEW CLASS OF ONE HUNDRED BOYS will be admitted. VACANCIES IN THE UPPER CLASSES will also be filled.

Requisites for Admission to the First Year Class:

Candidates must be at least 14 years old; they must be thorough in Arithmetic through Percentage and Interest; they must be clear and accurate in oral analysis of arithmetical examples; they must be familiar with Political Geography and able to draw reasonably accurate maps from memory; they must spell well, write well, and compose well.

Boys who can present certificates of admission to the St. Louis High School or to schools of equal grade, will be accepted without further examination.

Pupils of lower grades are not advised to try the Examination unless they are at least 16 years old. It is not an advantage to secure admission if poorly prepared; failure and disappointment are sure to follow.

CANDIDATES may send in their names at any time.

**THE FIRST EXAMINATION WILL BE HELD ON
Monday, June 10th, from 9 till 3 o'clock.**

**A SECOND EXAMINATION WILL BE HELD
Friday, September 13th.**

The preference will be given, first, to those bearing Certificates of Qualification; second, to those earliest enrolled as Candidates. Boys at a distance may be examined under the supervision of a local teacher. All applicants should present certificates of good character.

Parents not familiar with our aims and methods may be interested to know:

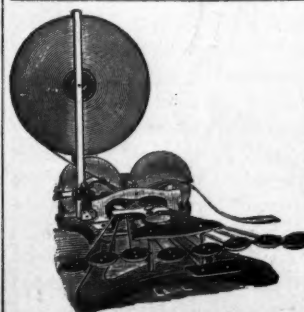
1. The School does not teach trades, though it teaches the use of a great many tools.
2. It is not the aim of the School to make mechanics.
3. Equal attention is paid to Literature, Mathematics, Science, Tool-work and Drawing.
4. There is no opportunity to earn money at the School.
5. The Course of Study must be taken in regular order.
6. Each day's program has two hours for shop-work and four for recitations and drawing.
7. Boys with bad habits are not wanted and will not be retained.
8. The full course of training in the School covers three years.
9. Graduates are prepared to enter a high-grade Technical School, to go into business, or to enter upon any occupation requiring a well-disciplined mind and hand.
10. The Diploma of the School entitles the holder to admission to the Freshman Polytechnic Class in the University without examination.

A Catalogue, giving the Course of Study and Practice, the Theory and Method of the School, with items of Fees, Expense, &c., together with sets of old Examination Questions, will be sent on application.

C. M. WOODWARD, Director.

WASHINGTON UNIVERSITY, St. Louis, May 1, 1889.

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THE STENOGRAPH.

The Wonderful Shorthand Machine.

Mechanically exact; easily used; learned in one-third the time other systems require; speed as great as any other, now in use for all kinds of shorthand work. It can be learned from the Manual without any previous knowledge of shorthand. In the hands of an intelligent operator it never fails to properly do any kind of shorthand work.

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WASHINGTON

D. C.,

EDITION

American Journal of Education

AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

JERIAH BONHAM, Washington, D.C. { Editors
J. B. MERWIN St. Louis..... }

CERTAINLY, members of both Houses of Congress in Washington ought to be paid a salary of at least *ten thousand* dollars a year. More than this—each United States Senator and Member of the House of Representatives ought to be allowed a private secretary, whose services should also be paid out of the general fund. Those at all conversant with the varied and arduous duties of these members of Congress, would not make any objection to such a measure.

BUT few people realize at all how much time and money members of Congress spend in doing private errands for their constituency. If they did realize this, they would vote them adequate salaries and a private secretary.

SUFFRAGE AND EDUCATION.

"The basis of reliable suffrage is Education."

"The question did at first so stagger me
Bearing a state of mighty moment in't."

—SHAK.

EDITORS AMERICAN JOURNAL OF EDUCATION:

Article 15 of the Constitution of the United States is as follows: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of race, color or previous condition of servitude."

If Congress has no power to limit the right to vote and hold office in view of this 15th Amendment so as to exclude the totally ignorant, unable to read even the Constitution in any language, and also those who openly denounce the fundamental principles of our Government, there should be an additional amendment submitted to the States, which would debar those ignorant or disloyal citizens from this high and sacred privilege.

The responsibility of voting and holding office in the United States should be withdrawn from the unqualified and disorganizing element composed of the totally ignorant, or those who are opposed to the principles on which our Government is established, like anarchists or monarchists, and withhold their allegiance to the Constitution. These would degrade this high privilege to the level of their own darkened intellect or rebellious intentions. It would tend to drag down to the disorder and misrule of former

ages our enlightened and liberal institutions of the nineteenth century, founded by intelligent and patriotic men, and not by an ignorant rabble or by anarchists or monarchists.

RIGHTS RESERVED.

The rights obtained under the 15th Article of the Constitution should be reserved to those whose powers of intelligence have not been completely dwarfed misled or obliterated by the hideous monster of ignorance, which, untouched by a single ray from the splendors of the Almighty's mind, holds the human intellect imprisoned and barred from the light and intelligence of the present age.

Before our Nation can produce and perpetuate by the ballot a truly enlightened, free and perfect republican form of Government, the powers of the ballot should be wielded by those who are qualified in some manner to ascertain the great principles by which it is sustained, as well as to understand the importance of its preservation. The ballot should not be given to those who denounce the Constitution of Government, or who are too ignorant to inform themselves of its nature. It should not be made such an easy thing to qualify, as a voter, as to degrade the privilege. If a person living in this country wishes to vote he should be required to appear before a Commission appointed for the purpose of ascertaining the loyalty, intelligence and other qualifications of the applicant, prescribed by the Constitution. Without some such safeguard the ignorant rabble of great cities like New York and Chicago, with thousands of emigrants from the slums of Europe as voters, or combinations of monarchists or anarchists opposed to our Constitution, would be able at some future day to hurl this Nation from the position it has reached through years of study, labor and peril.

When this reform is inaugurated and full provision is made to educate all the people so as to fit them for voters, we can periodically place the Government of Cities, States and the general Government in the hands of those really qualified to attend to the business of their several offices and maintain the integrity of our laws and the Constitution. This reform will not throw the Government into the hands of the rich, as much as the present unrestricted ballot will do, which is subject to both abuse and purchase. It seems like folly to draft two platforms containing opposing principles of political economy, one dictated by the leaders of one party and the other by those of a different and antagonistic party, yet both the result often of careful study by the brightest talent and best learning of the country, and then submit these two diverging policies to the decision of voters who are unable even to read them in any language, and whom must de-

pend upon unscrupulous demagogues and treacherous leaders to tell them how they should vote and read their ballots for them, or buy the privilege of selecting a ticket for them. The principle of truth, honor and justice thus often outraged.

IMPERIL THE STATE.

When those thus disqualified by reason of their ignorance, or on account of their opposition to this government, find out that they cannot vote, they will, in many cases, look about for some means to qualify as voters. The ignorant will be stimulated to study and the disloyal will be prompted to reconsider his views of republican institutions. Those who have not ambition enough to acquire the education requisite for intelligent voting should not be permitted to imperil the welfare of the state by a blind exercise of so important a power, and those who do not believe in our form of government should not be enfranchised by its Constitution.

A change will come over the character of the occupants of the numerous offices in the gift of the people, when the voters are persons of sufficient intelligence to read for themselves the notices of elections and to find out the qualifications of those asking their support, as well as what they are expected to do when elected. Those who are incompetent and irresponsible would not receive places of importance, but all departments of the national, state and municipal governments would probably be supplied with officers suited to the discharge of the duties for which they would be elected, and those who vote would not be satisfied with anything short of absolute competency. The more all voters are educated and elevated morally and intellectually, the more intelligent and honest will be their public representatives, while a higher grade of civilization will be reached and maintained. At the time of this change of the Constitution each State should authorize its governor to appoint a Commission formed of intelligent citizens whose duties would be to look after the educational welfare of the State. Their duties should be performed in connection with those who are in charge of the existing public school system of each State. They should pass upon the qualifications of voters and seek to take such measures as will make all voters intelligent. They should bring before the legislators of each State practical plans for educational reforms when needed, especially at the South. This Commission should be composed of a number of intelligent citizens who, besides looking after the general educational interests of the State, should act as trustees of a

FREE UNIVERSITY,

to be maintained in each State and operated in connection with the entire public school system of each State. Thus building up and

perpetuating in each State a connected and uniform system with its schools, colleges, universities, and commissions for qualifying voters.

As a brilliant star mounted in the heavens, shedding its glittering rays down through space for unlimited time, giving an impulse of joy to the Universe and whose destiny is to illumine worlds yet to be created and gladden human hearts in the advancing ages; so this principle of basing the elective franchise in a great Republic upon education and loyalty to our institutions and making it a part of the written Constitution will shed a radiance of perpetual lustre down the path of coming time and quicken and enlighten the minds of countless generations who are to live and wisely control the eventful future of our country's history.

BARTON A. ULRICH.

PLENTY OF MONEY.

"Something he left imperfect in the State."
—SHAK.

It seems that when United States Treasurer Hyatt vacates his office and turns the money, *now on hand*, over to his successor in office, Mr. Huston, just appointed by President Harrison, that all the money will have to be counted.

There is \$150,000,000 of silver.

There is 25,000,000 of gold.

There is over 300,000,000 of silver certificates.

There is over 200,000,000 of bonds.

Or about \$675,000,000

now *idle* in the United States Treasury. With the menace of over six millions of illiterates would it not be wise to appropriate \$77,000,000 for education?

Such a bill has passed the United States Senate *three times*—President Harrison voting with *forty-three* other Senators for the measure.

We hope the *four hundred thousand* teachers will sign petitions and agitate for the distribution of this \$77,000,000 for education.

Our teachers need more compensation—the children need longer, better terms of schools. \$77,000,000 distributed on the basis of illiteracy would help materially in both these directions. Let us take hold of this important matter *now* in all the States.

LET us appreciate, magnify and glorify the will and devotion of our teachers. It is their work which makes men strong and virtuous and the nation great.

FAITHFUL service in school or office to-day affords no assurance of continued employment. This is all wrong, and civil service rules—not "spoils"—should be made to apply in all these cases.

All men, and women too, should devote a certain part of their time to the general concerns of the community in which they live, as much as to their daily business. Political action is a part of daily business.



PROF. R. N. ROARK.

PRESIDENT OF THE GLASGOW NORMAL SCHOOL, KENTUCKY.

"A piece of work rich and bravely done."
—SHAK.

PROF. R. N. ROARK is another of the rising young educators of the South, who are by their wise, patient, efficient labor, lifting the whole people on to a higher plain of living and action.

By influences as irresistible as the law of gravitation, or the rising and falling of the ocean tides, these teachers bring intelligence, progress and power.

Prof Roark was born in Kentucky; has taught largely, constantly and successfully in her private schools, studying carefully from the standpoint of experience their strength and their power, as well as their weakness and their defects.

After this experience, he took a course of training in Lebanon (Ohio) Normal School, winning there his degree of A. B. and teaching successfully in the same institution for four consecutive years. He was thus brought into immediate and constant contact with the live, progressive members of the profession from every State in the Union.

In this field of "Comparative Pedagogy" he made the most of his opportunities to study the elements of training and character which make success or cause defeat.

In 1885 he was invited unanimously by the "Board of Control" of the GLASGOW NORMAL SCHOOL to take the position of President of that Institution. His administration of its affairs has been wise, liberal and successful to an eminent degree; and here, again, in the management and control of teachers and pupils he has enjoyed special opportunities to learn just what is needed to make the schools of the South practical, efficient and successful. He has again given the closest study to the points of their weakness as well as of their strength.

He is equally at home in his work as an Institute conductor, instructing

and inspiring the teachers, or on the platform for a popular evening lecture, showing the relation of the teacher to the prosperity of the State, and the enrichment of the Commonwealth by the spread of intelligence. Prof. Roark believes in the education of the whole man, morally and physically, as well as mentally, and this full training, this broader and higher culture, has been one of his chief and peculiar characteristics.

He is yet a young man and, we predict for him a career as extended and brilliant as it will be useful.

DAKOTA.

"The people praise her for her virtues."
—SHAK.

INTEREST is growing in the best development of this new State.

Prof. W. H. H. Fate, in turning over the office of County Superintendent to his successor, gives some sensible and practical advice to the teachers, taxpayers and school officers, which we commend to the attention of our teachers in all the States.

He says:

"We should keep the interests of the schools before the people constantly. Nothing else can do much to advance them. The schools cannot rise higher than the public appreciation of the cause of education.

Constant waking of the public mind is needed.

Let us have school entertainments, school commencements, popular educational meetings. They command attention and thought, and build up an intelligence and interest that bears precious fruit.

It is only by means of skilled labor wisely and intelligently directed that a people can become or remain permanently prosperous and happy; it is only by means of honest voters that law and liberty can be preserved and maintained, and it is only by means of a still more complete education of all the classes that human ty can rise into higher types of social evolution. There is no slavery so oppressive as ignorance."

Prof. Andrew Kemp says:

"Believing that the work done by ex-Superintendent Fate to grade the schools under a uniform course of study and method of organization to be commendable and already well approved by intelligent educators of other counties, as well as our own, and also by a large per cent. of the patrons of the schools, I announce that I will take up the work where he laid it down, and go forward practically in the same manner."

THESE complex problems of society demand the best thought of the best citizens for their proper solution.

The teachers contribute constantly in this direction by the work they do in the schools, and so recompense the community a thousandfold for the salaries paid them for their important services.

How can an ignorant person evolve light and justice and progress from his own darkness? What does he know of the obligations and responsibilities of civilized society? It is cheaper and more Christian to teach than it is to punish!

OBJECT TEACHING.

IT is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

"I HAVE fourteen reasons for obeying the command of my boss in voting," said one of the poor white slaves in this State the other day—"a wife and thirteen small children."

SEVERAL persons interested in the success of the measure for Federal Aid to education on the basis of illiteracy in the States, have ordered copies of this JOURNAL containing arguments in favor of the Blair Bill, for general distribution among those not well informed as to the necessity and constitutionality of this bill. We are glad to furnish these extra copies for this purpose.

This effort might be—and we think ought to be—largely increased.

We shall be glad to send copies of this JOURNAL containing the Blair Bill, or copies with lists of the forty-four United States Senators who are in favor of the Bill, or copies containing the amounts each State will receive as an addition to the present school fund.

Stamps or currency can be sent by those who feel disposed to send extra copies to lists of names they may furnish, and the JOURNAL will go by first mail.

Long-Standing

Blood Diseases are cured by the persevering use of Ayer's Sarsaparilla.

This medicine is an Alternative, and causes a radical change in the system. The process, in some cases, may not be quite so rapid as in others; but, with persistence, the result is certain. Read these testimonials:—

"For two years I suffered from a severe pain in my right side, and had other troubles caused by a torpid liver and dyspepsia. After giving several medicines a fair trial without a cure, I began to take Ayer's Sarsaparilla. I was greatly benefited by the first bottle, and after taking five bottles I was completely cured."—John W. Benson, 70 Lawrence st., Lowell, Mass.

Last May a large carbuncle broke out on my arm. The usual remedies had no effect and I was confined to my bed for eight weeks. A friend induced me to try Ayer's Sarsaparilla. Less than three bottles healed the sore. In all my experience with medicine, I never saw more

Wonderful Results.

Another marked effect of the use of this medicine was the strengthening of my sight."—Mrs. Carrie Adams, Holly Springs, Texas.

"I had a dry scaly humor for years, and suffered terribly; and, as my brother and sister were similarly afflicted, I presume the malady is hereditary. Last winter, Dr. Tyron, (of Fernandina, Fla.) recommended me to take Ayer's Sarsaparilla, and continue it for a year. For five months I took it daily. I have not had a blemish upon my body for the last three months."—T. E. Wiley, 146 Chambers st., New York City.

"Last fall and winter I was troubled with a dull, heavy pain in my side. I did not notice it much at first, but it gradually grew worse until it became almost unbearable. During the latter part of this time, disorders of the stomach and liver increased my troubles. I began taking Ayer's Sarsaparilla, and, after faithfully continuing the use of this medicine for some months, the pain disappeared and I was completely cured."—Mrs. Augusta A. Furbush, Haverhill, Mass.

Ayer's Sarsaparilla,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.
Price \$1; six bottles, \$5. Worth \$5 a bottle.

WHAT life or soul can there be in imitating these imitations by these imitators of dry "methods."

IGNORANCE and illiteracy means the assassination of democracy.

OUR tax-payers and school officers, too understand now that good Blackboards all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

THE teachers and educators of Louisiana deserve and should receive more adequate compensation for their faithful and valuable services. The school terms, too, should be made longer in all parts of the State.

We are glad to receive and forward numerous signed petitions for the passage of the measure granting Federal Aid to education.

Louisiana needs now, and would secure nearly four millions of money for school purposes by the passage of the Blair Bill.

Push on the petitions and agitate the subject in every parish in the State. That is the way to succeed.

THE schools still need your aid; and let the people cite with pride, what you have done for them.

INTELLIGENCE alone repairs itself by its very exhaustion. The more it is diffused, the more it is prolific, so let us write of, speak for and stand for the great things our teachers do.

SOME people seem to think that society means a warfare waged by those who have neither brains, money nor virtue, against those who work for all these. Our teachers train the children to something better than this.

We fear our teachers and school officers do not weigh quite as carefully as they ought these *practical wise* words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true because so much more work can be done, and so much better work can be done, "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these tools to work with, without delay.

GET some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with Blackboards, Maps, Globes and Charts, than you can do without these "helps."

Get "some tools to work with."

"ALL happiness is in the mind."

RECENT LITERATURE.

AN extended reply to Prof. Huxley's article on "Agnosticism," which was published in the last number of "The Popular Science Monthly," will appear in the May issue of that magazine. This view of the other side of the subject is given by Rev. Dr. Henry Wace, Principal of King's College, and the Bishop of Peterborough, whose earlier utterances had been criticised by Prof. Huxley.

THE J. B. Lippincott Co. have just issued Vol. III. of the new edition of CHAMBERS' ENCYCLOPEDIA. Teachers and pupils will find in the articles on Chicago and Charleston, Cincinnati and Detroit, Cleveland and other cities, much with which to reinforce themselves in their study of history and geography. The States of Connecticut and Colorado, Delaware and Dakota, are also noticed at length. The six fine maps are also an important feature; the print is excellent, and altogether the third volume is one of superior excellence.

The topics treated extend from Catarrh to Dion, and include important subjects like Celts, by Prof. Rhys; Chemistry, Chilli, China, Cholera; Christianity, by E. de Pressense; Circulation, Coal, Color, Consumption, Cotton, Criminal Law, Currency; The Darwinian Theory, by Prof. Patrick Geddes; Denmark, Diamond, Diet, Digestion, and many others of equal interest. In Biography we have Cervantes, Chatham, Chaucer, Cicero, Colenso, Coleman, Coleridge, Cowper, Cranmer, Cromwell, Dante, Demosthenes, DeQuincey, Descartes and Dickens—a remarkable list.

G. P. PUTNAM'S SONS send out Vol. II. of POETRY AND FICTION, by Charles F. Richardson. We are led to a-k promptly and vigorously for Vol. I. of AMERICAN LITERATURE.

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It is well to study carefully his fixed processes of criticism; but it is better to get the great inspirations which he gives us in his treatment of our favorites. He says:

"Hawthorne, Emerson, Longfellow, Motley, are all well able to take care of their own reputations. The development of Hawthorne's genius is to be studied as impartially as we study Dante, and in the same quiet way. And let us not give to John Norton or Samuel Penhallow or Mather Byles or Robert Calef or Nathaniel Morton or Percival or Mrs. Sigourney time and thought which belong to more greater and lasting names."

He cites E. R. Sill's six lines on "Life" as expressing in terse and remarkable words the proper application of ideals to daily duty.

"Forenoon and afternoon and night—Forenoon
And afternoon and night—Forenoon, and—what?
The empty song repeats itself. No more?
Yes, that is Life: make this forenoon sublime,
This afternoon a psalm—this night a prayer—
And time is conquered, and thy crown is won."

We have in this volume, as you see, old and new friends at their best.

All we read in Vol. II, only stimulates our anxiety to get hold of and read Vol. I.

G. P. PUTNAM'S SONS have certainly rendered the world a great service in the publication of *Two Volumes of PROVERBS, MAXIMS AND PHRASES OF ALL AGES*, compiled by Robert Christy, of Washington, D. C.

We have been trying for weeks to swing round to the point where we could state the worth and wealth of these

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That on the stretch'd forefinger of all Time
Sparkle forever."

The compiler says modestly that he "does not venture to claim for his work either completeness or perfection," but that "he has conscientiously endeavored to make it useful and instructive." Certainly he has achieved a great success. We have seen nothing in any existing work in the same department of literature which will bear any sort of comparison to these two magnificent volumes comprising over *thirteen hundred* pages of these maxims, phrases, and proverbs "of all ages," reaching from "Abilities" on to "Zeal."

There is a full index of words, from which subjects may also be found. The binding is elegant, and the two volumes form a great treasure house of the best things the world has yet produced.

Teachers, reading circles, editors, ministers, lawyers, and all others who would find the best in the shortest space, will furnish their libraries with these volumes.

MR. W. C. BARDEEN, of Syracuse, N. Y., sends out an elegant volume, entitled THE TREE OF MYTHOLOGY, Its Growth and Fruitage. Genesis of the Nursery Tale, Saws of Folk Lore, Etc. A Study by Charles D. B. Mills.

We quote from the "foreword" of the author some sentences which will give our readers the key to what the author has attempted to do.

"This essay is tentative; it seeks to ascertain something of the origin, the nature, and the growth of 'myth,' what it primarily was, and what has come of it. It hardly more at best than feels around, almost gropingly, to catch some impression of the objects with which this dim realm is full.

It is a wonderful fact we have in this piece of history we call Mythology. It is on its finer, nobler side, the celebration by the soul of its sense of the mystery, the indescribable beauty of nature and of life, the uttered song of its wonder and its love. It is of a theme that must engage and fix the attention more and more as the mind of man is opened and drawn with ever increasing curiosity and instruction toward the record of his past, and the intimations told in prophecy of its future."

"SHALL WE TEACH GEOLOGY?"
(Prof. Winchell's New Book.)

Besides being an earnest and able scientist, Prof. Winchell has evidently a clear understanding of the needs of preparatory schools. He has studied the Psychological development of the child as well as rocks and fossils, and he shows that if we would pursue the natural method of instruction, we shall find the fields of elementary science, especially that of geology, the most profitable to cultivate. On account of this method of treating the subject the book is a valuable one for the teacher. It is more systematic and extended, and is devoted mainly to the consideration of geology and not to the sciences in general; but it is in effect a reiteration of the plea for acquainting children with the elements of science, made by Faraday, and since urged by Tyndall, Huxley and Spencer.

Being himself a classical scholar as well as a scientist, Prof. Winchell is well qualified to compare the value of these two departments as means of education at the present day. He takes the ground which every educator must take who is not bound by the shackles of tradition, that we have reached a stage when it is not necessary that every man and woman should know Latin and Greek in order to be well educated.

Our own language has attained to such a degree of comprehensiveness and flexibility that it is capable of expressing all that has been conceived by the human mind in the past as well as the present. No one will entertain a doubt, nor does Prof. Winchell express any, that a vast amount of mental discipline and culture may be derived from the study of the classics; but in this age there are so many other things imperatively demanding attention that it becomes necessary to inquire whether in the limited time which the masses have in which to obtain an education, the same mental discipline cannot be obtained by means of those departments of study that have a more direct bearing upon our daily life.

Prof. Winchell says: "Perceptions are the an-

tecedents and conditions of sense—memory, of imagination and of induction. They are also the conditions of the awaking from slumber of those intuitive cognitions of necessary truths which regulate and control all human actions. Perceptions, in other words, are the antecedent conditions of all knowledge and of all power of knowledge. In a more obvious sense they are the sole means of communication with the external world. They find therefore a more constant and more diversified and more essential use than any other of our intellectual powers. The most widely and variously exercised of our faculties are those which most demand the improvement of judicious culture. To learn how to observe most advantageously should be one of the chief ends of education. The educational system which neglects to provide for the due development, and the early development of powers and habits of observation, supplies a form of culture which is signally defective."

He shows that Geology is eminently fitted to give the training here indicated. The examining and classifying of the common minerals forms a useful and pleasant exercise for children, and the investigation of the formation of the universe, its wonderful laws and its mighty ages, will furnish food for exalted conceptions and profound thought to the mature mind.

For all our comforts, for all that makes the life of to-day so much fuller than the life of the past, we are indebted to science. The commonest industries now demand some scientific knowledge, and half the physical sufferings of the world are the result of ignorance in regard to a few important scientific laws. Such books as this of Prof. Winchell's are much needed, and should be read by all in any way interested in education.

AUGUSTA TOVELL.

MR. HENRY KING, of the St. Louis Globe-Democrat, will have an article in the May Century contrasting the Western with the Eastern soldier in the American Civil War.

"THE Saloon as a Political Power," will be discussed in the Forum for May, by E. H. Crosby. The saloon has presented a problem of practical politics by reason of the power which it wields; growth of the saloon keeper and of the brewer as a political factor; illustrations drawn from several States; how a Congressman was elected first as a Republican then as a Democrat by the same brewers; experiments in several states with (1) prohibition, (2) local option, (3) high license; degrees of success of each; need to lay aside quarrels about details until this corrupting power in politics is overthrown; its effects in debauching the ballot-box and in encouraging the sale of office.

Washington's Letter to Benjamin Harrison, Governor of Virginia, in 1784, on the Potomac navigation scheme and the general question of the opening of the West, has just been added by the directors of the Old South Studies in History to their new general series of Old South Leaflets. They have also added Washington's circular letter to the governors of the States on disbanding the army, in 1783—a letter which Washington himself felt to be so important, that he termed it his "legacy" to the American people, and which discusses the political problems of the time so seriously and thoroughly that it should be read everywhere to-day along with the Farewell Address. The Farewell Address [No. 4], and the First Inaugural, April 30, 1789, [No. 10], have already appeared in this series of Old South Leaflets, which now numbers sixteen issues, each costing only five cents. The presentation of these important papers in this cheap form is a notable means of popular education in History. All the Leaflets are accompanied by useful Notes by Mr. Edwin D. Mead, the editor of the Series. The Notes accompanying the Letter to Governor Harrison, a letter of which far too little is known, show that no man of that time was so sagacious and far-sighted with regard to the future of the Great West as Washington. These Leaflets should be read by every one at this Washington Centennial time. They are published by D. C. Heath & Co., Boston, New York and Chicago.

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FROM present indications it seems that the next Congress will pass the Blair Bill, and we are pleased to learn that President Harrison is favorably inclined towards the measure, so that he will be likely to sign the bill when it is adopted. With the adoption of this beneficent measure, the difficulties attending the "Southern Educational Problem" will be greatly reduced both in number and complexity.

The number of teachers who have consecrated themselves to the work is being slowly increased; and the pressing need of the country now is more money, with which to sustain the schools for a longer period, thus giving the children—the future citizens—perhaps double the educational advantages which they now enjoy.

With longer terms and better salaries, the teachers can afford to make more special preparation for their work.

A MAN is not expected to take up his pill bags and begin the practice of medicine without first studying his profession; neither should the teacher, who has to do with the mental instead of the physical being, be permitted to enter the work until he has studied the principles upon which depends his success.

EDUCATION means the full and harmonious development of all the faculties; but how is the teacher to train the mind unless he has made some investigation into the workings of the mind itself? Let us, then, train our teachers to teach.

THE anarchist is not an educated man—though he may know more about the manufacture and use of explosives than any one else. His education is deficient in this—that he has not learned of the responsibilities resting upon him as a citizen and factor of the Government, nor the moral obligations due from him to himself, to his countrymen and to his Creator.

As teachers we should educate the children in these directions, so that their lives of obedience to law and co-operation may be pleasant and profitable.

Give us a practically educated constituency in morals—and fraud will soon disappear. As citizens and voters, men must learn to think and to know moral obligation for themselves.

It has been truly said that the printed page is the channel through

which we are to reach and inspire the masses. How important it is then that teachers should see to it that the papers are pure and elevating in tone, and that they be scattered broadcast over the country. Circulate the printed page. R.

TEACHERS and school officers, as well as many tax-payers, are signing and sending in to us petitions for the passage of the Blair Bill.

Give us the facts as to its necessity, and we will furnish the arguments as to its constitutionality.

Mississippi, you remember, would receive an addition to her school fund of nearly five millions of dollars by the passage of this measure. Two of her United States Senators have voted for this beneficent measure.

This amount is needed now to pay more adequate salaries to the teachers; to make the school terms longer and to increase the school facilities in all directions and in all parts of the State, so that the illiterate youth now coming on to the stage of action may be prepared to discharge the responsible duties of American citizenship.

We are pleased to notice that our friends, H. M. Strader and O. H. P. Grundon have established themselves as Manufacturers' Agents.

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